



Assessing Social Presence In Asynchronous Text-based Computer Conferencing



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Abstract
Instructional media such as computer conferencing engender high levels of student-student and student-teacher interaction; affectively into a community of inquiry. A template for assessing social presence in computer conferencing is presented through content analysis of conferencing transcripts. To facilitate explication of the scheme and subsequent replication of this study, selections of coded transcripts are included, along with interrater reliability figures. The article concludes with a discussion of the implications and benefits of assessing social presence for instructors, for instructors, conference moderators, and researchers.

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Focused on the future of learning.

The computer conferencing system is utilized to promote person-to-person communication emphasizing the achievement of interpersonal communication. CMC in an online classroom can be classified as asynchronous (time-delayed communication) or synchronous (real-time communication) systems. Participants in an asynchronous communication may communicate at any time wherever computer access is available, e.g., e-mail, BBoard, and listserv. Assessing social presence in asynchronous text-based computer conferencing. *Journal of Distance Education*, 14(2). Retrieved January 10, 2001, from http://cade.athabascau.ca/vol14.2/rourke_et_al.html Santoro, G. M. (1995). What is computer-mediated communication? Text-based games were played on local networks, Arpanet and other networks that preceded the Internet as we know it now. Multi-User Dungeons (MUDs) are text-based games that allow players to adopt roles on a complex virtual environment that exists mainly in the players' imaginations. They rely on text-based communication and invocation of rules programmed into the MUD. *Assessing Social Presence In Asynchronous Text-based Computer Conferencing*. *The Journal of Distance Education*, 14(2), 50-71. Salmon, G. (2000). Assessing social presence in asynchronous, text-based computer conferencing. *Journal of Distance Education*, 14 (3), 51-70. Google Scholar. Want more recommendations? Receive weekly emails based on what you've recently read across our journals. No thanks Sign up. Subscribe.